

## HEMINGWAY HIGH

P O Box 1509  
Hemingway, SC 29554

**GRADES** 7-12 Middle School

**ENROLLMENT** 456 Students

**PRINCIPAL** W. Ronald Williamson 843-558-9413

**SUPERINTENDENT** Kenneth Gardner, Ed.D. 843-355-5571

**BOARD CHAIR** Lucille Scott 843-382-8303

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	30	12

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

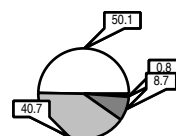
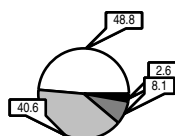
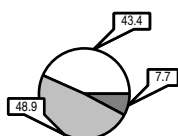
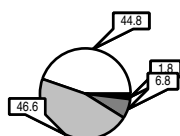
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Below Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

**Teachers      Students      Parents**

Number of surveys returned

Percent satisfied with learning environment

Percent satisfied with social and physical environment

Percent satisfied with home/school relations

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	N/A	99.2	43.4	48.9	7.7	N/A	7.7	17.6
Gender								
Male	N/A	99.2	54.6	40.7	4.6	N/A	4.6	17.6
Female	N/A	99.2	32.7	56.6	10.6	N/A	10.6	17.6
Racial/Ethnic Group								
White	N/A	100.0	26.1	52.2	21.7	N/A	21.7	17.6
African-American	N/A	99.1	45.2	48.7	6.1	N/A	6.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	N/A	98.9	33.3	56.5	10.1	N/A	10.1	17.6
Disabled	N/A	100.0	75.5	24.5	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	N/A	99.2	43.4	48.9	7.7	N/A	7.7	17.6
English Proficiency								
Limited English proficient	N/A	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	N/A	99.2	43.4	48.9	7.7	N/A	7.7	17.6
Socio-Economic Status								
Subsidized meals	N/A	99.1	43.9	51.0	5.1	N/A	5.1	17.6
Full-pay meals	N/A	100.0	39.1	30.4	30.4	N/A	30.4	17.6

Mathematics								
All students	N/A	99.2	44.8	46.6	6.8	1.8	8.6	15.5
Gender								
Male	N/A	99.2	47.2	47.2	3.7	1.9	5.6	15.5
Female	N/A	99.2	42.5	46.0	9.7	1.8	11.5	15.5
Racial/Ethnic Group								
White	N/A	100.0	34.8	52.2	N/A	13.0	13.0	15.5
African-American	N/A	99.1	46.2	45.7	7.6	0.5	8.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	N/A	98.9	35.7	53.0	8.9	2.4	11.3	15.5
Disabled	N/A	100.0	73.6	26.4	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	N/A	99.2	44.8	46.6	6.8	1.8	8.6	15.5
English Proficiency								
Limited English proficient	N/A	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	N/A	99.2	44.8	46.6	6.8	1.8	8.6	15.5
Socio-Economic Status								
Subsidized meals	N/A	99.1	46.5	46.5	6.6	0.5	7.1	15.5
Full-pay meals	N/A	100.0	30.4	47.8	8.7	13.0	21.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	99.1	39.0	50.5	10.5	N/A	10.5
	Grade 8	N/A	99.2	47.4	47.4	5.2	N/A	5.2

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	99.1	45.7	47.6	2.9	3.8	6.7
	Grade 8	N/A	99.2	44.0	45.7	10.3	N/A	10.3

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 456)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	7.2%	14.4%
Retention rate	8.5%	N/A	3.8%	2.3%
Attendance rate	95.2%	N/A	94.8%	95.2%
Eligible for gifted and talented	6.0%	N/A	5.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	22.8%	N/A	16.6%	14.1%
Older than usual for grade	11.8%	N/A	8.3%	4.9%
Suspended or expelled	0.4%	N/R	1.8%	1.3%
Annual dropout rate	N/A	N/A	0.0%	0.0%

Teachers (n= 43)					
Teachers with advanced degrees	62.8%	N/A		46.2%	47.1%
Continuing contract teachers	90.7%	N/A		76.5%	82.5%
Highly qualified teachers	N/A	N/A		N/A	N/A
Teachers returning from previous year	87.5%	N/A		79.1%	84.3%
Teacher attendance rate	96.5%	N/R		94.3%	95.0%
Average teacher salary	\$40,036	N/A		\$38,789	\$39,924
Prof. development days/teacher	8.7 days	N/R		11.2 days	10.7 days

School					
Principal's years at school	19.0	N/R		2.0	3.0
Student-teacher ratio	28.2 to 1	N/R		18.6 to 1	21.0 to 1
Prime instructional time	90.6%	N/R		87.0%	88.9%
Dollars spent per pupil*	\$6,680	N/A		\$6,558	\$5,854
Percent spent on teacher salaries*	56.5%	N/A		59.0%	62.0%
Opportunities in the arts	Good	N/R		Good	Good
Parents attending conferences	50.4%	N/R		83.1%	94.8%
SACS accreditation	yes	N/A		yes	yes

\* Prior year audited financial data are reported.

	Our District		State
Highly qualified teachers in low poverty schools	N/A		N/A
Highly qualified teachers in high poverty schools	N/A		N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Hemingway High School is to prepare all students for success in a changing world by providing a safe, healthy environment; an innovative, community supported curriculum; and an exceptional staff. We believe that all students can learn. We believe that individuals are responsible for their actions and that everyone deserves respect. It is the belief of Hemingway High School that all differences should be respected and that it takes an entire community to educate a child. We feel that learning occurs best in a safe and healthy environment and that the total curriculum should allow each child the opportunity to develop his/her full potential. We believe that a sound education will lead to a successful and productive life, and we also believe in a Supreme Being.

Parents, teachers, administrators, and the community have high expectations for our students. Among our accomplishments are the following: The average SAT/ACT scores increased; seniors were awarded scholarships in excess of \$90,000; two students received Palmetto Fellows scholarships; a substantial number of students received military scholarships; several students were elected to FBLA district and state offices; the boys' basketball team won the State "A" basketball championship; several of our students won gold medals in the state track meet; and all of our athletic teams participated in post-season tournaments.

Our plans for the upcoming school year include the following: All college prep students will be required to take SAT/ACT Preparation courses. Workshops for students and teachers will be conducted. The exit exam remediation program will be expanded to include reading, math, and writing. Honors students will be selected more carefully and will be encouraged to continue with AP courses. We expect our parental involvement to increase. We will conduct workshops for teachers on PACT as well as state standards and technology.

W. Ronald Williamson  
Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.